

Writing Curriculum

Writing and Speaking and Listening vision statement

At Sunnybrow Primary School we provide pupils with a high-quality education in English that will develop pupils' ability to speak and write with great fluency, master the mechanics of writing and develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively. We want writing to be an integral part of our curriculum with children being offered many opportunities to develop and apply writing skills in literacy lessons and across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience.

We also believe that the promotion of a language rich curriculum is essential to the successful acquisition and application of knowledge and skills across the curriculum. We want to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

We want our children to be able to speak and understand standard English and to know when it is appropriate to be formal and informal in different situations.

We want our children to see that their writing has a purpose that extends beyond school life and to understand how being able to write well will benefit them in their future education and through in to their adult life. We want our children to have every opportunity to achieve highly and to overcome any social disadvantage they may experience and believe that quality writing is a gateway to this.

Writing Intent

Class 1

Children will be able to use their phonic knowledge to write words in a way which matches their spoken sounds. They will also be able to write some irregular common words. Children will be able to write simple sentences which are able to be read by themselves and others. Some words will be spelt correctly and some words will be phonetically plausible.

Class 2

Spelling – children will be able to: name the letters of the alphabet, spell common exception words, spell the days of the week, add prefixes and suffixes, use the phonemes they have been taught to spell words, use some alternative phonemes, spell words with contracted forms, use a possessive apostrophe, distinguish between homophones and near-homophones and apply simple spelling rules.

Transcription – children will be able to: write a simple sentence that has been dictated to them, form lower case letters correctly and of a uniform size, write capital letters correctly and sized appropriately to lower case letters, use appropriate spacing between letters and words and begin to use horizontal and diagonal strokes needed to join letters.

Composition – children will be able to: write for different purposes, write narratives, real events and poetry, plan and edit writing, check for errors in spelling, grammar and punctuation and read their writing aloud with appropriate intonation.

Vocabulary, grammar and punctuation – children will be able to: use familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and

apostrophes for contracted forms), use expanded noun phrases, use sentences with different forms, use past and present tense correctly and use subordination and coordination correctly.

Class 3

Spelling - children will be able to: use further prefixes and suffixes and know how to add them, spell further homophones, spell words that are often misspelt, correctly place the possessive apostrophe in words with regular plurals, use the first 2 or 3 letters in a word to check the spelling in a dictionary.

Transcription – children will be able to: write a simple sentence that has been dictated to them using punctuation taught so far, use diagonal and horizontal strokes needed to join letters and increase the legibility, consistency and quality of their handwriting.

Composition – children will be able to: learn from the structure, vocabulary and grammar of other texts to plan their writing, organise paragraphs around a theme, create settings, characters and plot, use organisational devices in non-fiction writing, assess the effectiveness of their writing, propose changes that need to be made, proof-read their writing checking for spelling and punctuation errors and read their writing aloud with appropriate intonation, tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation – children will be able to: extend sentences with more than one clause by using a wider range of conjunctions, choose nouns or pronouns appropriately, use fronted adverbials, conjunctions, adverbs and prepositions, use commas after fronted adverbials, use the possessive apostrophe with plural nouns and use and punctuate direct speech.

Class 4

Spelling - children will be able to: use further prefixes and suffixes and know how to add them, spell some words with silent letters, distinguish between homophones and other words which are often confused, use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt, use dictionaries to check the spellings and meanings of words and use a thesaurus.

Transcription – children will be able to: write legibly, fluently and with increasing speed, choose which shape of a letter to use and choose whether or not to join a letter as part of their personal style.

Composition – children will be able to: plan their writing by identifying audience and purpose, select the appropriate form, use similar models and draw on reading and research where necessary, develop characters, settings and atmosphere, select appropriate grammar and vocabulary to enhance meaning, integrate dialogue, build cohesion within and across paragraphs, use organisational and presentational devices to structure the text, assess the effectiveness of their own and others' writing, ensure the consistent use of tense, ensure correct subject and verb agreement, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, proof-read their writing checking for spelling and punctuation errors and read their writing aloud with appropriate intonation, tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation – children will be able to: recognise vocabulary and structures that are appropriate to formal speech and writing, use passive verbs, use the perfect form of verbs, use expanded noun phrases, use modal verbs or adverbs, use relative clauses with an implied relative pronoun, use commas and hyphens to avoid ambiguity, use brackets, dashes or commas to indicate parenthesis, use semi-colons, colons or dashes to mark clauses and use a colon to introduce a list.

Speaking and Listening Intent

All children will be taught the following at varying degrees of complexity as they progress through school. Please see the Speaking and Listening Progression Document for further information.

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in conversations.
- Use spoken language to develop understanding.
- Speak audibly, fluently and with increasing command of Standard English.

- Participate in discussions, presentations, performances, role play and debates.
- Gain, maintain and monitor the interest of the listener.
- Consider and evaluate different viewpoints.
- Select and use appropriate register

Implementation

We don't rush in to writing on entry to reception class for those children who aren't yet ready. Instead, we spend some time developing spoken language skills and pre-writing skills so that the children are ready for writing. However, now that we have nursery provision of our own, we can address gaps in skills and knowledge earlier so that the children are effectively prepared for the reception class curriculum expectations.

Literacy lessons are based around a class novel or book. Seven story types are covered in each class with an increasing degree of complexity as the children progress through the school. Texts are carefully chosen to ensure we are providing children with the best examples possible for children to learn from. We also choose our texts to include books and authors that the children may not be familiar with, thereby broadening their horizons and providing an opportunity to build some cultural capital.

Our planning also ensures that a range of genres is covered in each class enabling our pupils to develop a wide variety of knowledge and skills that they can apply to their own writing. Children will analyse the features of these different genres of writing and how they are suited to purpose and audience. They can then transfer this knowledge to their own writing.

In lessons, high quality teacher modelling takes place so that children have a clear picture of expectations. Children can also contribute to this modelling process. Teachers also model the drafting and editing processes. Teachers also continuously model high standards of written and spoken English.

Children across school are provided with numerous opportunities to write for a range of contexts and purposes. There is a build-up of learning new skills which children will then apply to their longer pieces of writing whatever the purpose or audience. This includes grammar, punctuation and spelling activities as well as knowledge and skills in relation to the particular genre they are currently working on.

When choosing texts to use with the children we ensure that there is a wide range of interesting and challenging vocabulary. Teachers ensure that the meaning of unfamiliar vocabulary is explained to the children and/or we teach them how to find this out for themselves. Children are also challenged to use a wide range of interesting vocabulary in their own writing and teachers ensure that they use good examples of vocabulary in their modelling of writing too.

Opportunities for authentic writing are provided in different curriculum areas. Children will be expected to write as historians and scientists etc. High quality examples of these types of writing will be provided and children will be taught how to emulate these particular styles of writing. They will also be expected to apply correct spelling, punctuation and grammar in their cross-curricular writing.

Differentiated writing targets are set for individual pupils (in all but Year 2 and Year 6) which reflect the next steps that children need to take to progress in their learning. Children can assess their own writing against these targets. Marking and feedback is of high quality and will focus on the next

steps in learning. Children are expected to make necessary corrections with increasing independence as they move through the school.

In our mixed Year 1 and 2 class we teach full mornings of literacy and then full mornings of numeracy on alternate days. This is so that the children have sufficient time to learn and practice phonics, handwriting, spelling, reading and still have a literacy lesson too. This is because, historically, we have always struggled to fit everything in while still maintaining quality.

Impact

We measure the impact of our curriculum in a variety of ways. A triangulation of monitoring and evaluation evidence provides us with a clear picture of the quality of literacy teaching, the effectiveness and suitability of the curriculum and the attainment and progress of our pupils.

By looking at children's books, observing lessons and conducting pupil voice activities you will see that children demonstrate increasing familiarity with different genres meaning that children can also focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. You will also see that children are making at least good progress throughout the academic year and that there is sustained progression across the school.

Children will be able to produce written work in all areas of the curriculum of a similar standard. The skills taught in English lessons will be effectively transferred in to other subjects; this shows a consolidation of skills and that children know more, remember more and can do more.

Writing assessment is thorough and consistently applied throughout the school. Senior leaders in school discuss attainment and progress of individual pupils with staff and staff regularly moderate examples of writing. Pupil attainment and progress is tracked from starting points and timely intervention takes place to ensure children do not fall behind.

Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded / differentiated. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).

Our writing results at the end of KS2 are consistently high year on year. A high proportion of pupils reach the Early Learning Goal in writing. KS1 writing teacher assessment results are rising.

In lessons, you will see that children take pride in all that they do, are motivated to do their best and have confidence in their own abilities.

Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for the next phase of their educational journey.